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ABSTRACT

The New Directions in Bilingualism project completed the final year of a three-year basic program at Morris High School, the Bronx, in June 1985. Major goals were enhancing students' self images, developing native language skills, and improving English language proficiency to allow quicker mainstreaming. The program served 227 recently immigrated, low income, Hispanic, ninth through twelfth graders with limited English proficiency (LEP). Most were from rural areas of their countries of origin and their education in their native language tended to be limited. The program offered English as a second language (ESL), native language, and content-area instruction, and nontraditional courses, such as the New Environmental Workshop. Support services included the counseling and guidance department and staff development activities. Program objectives were assessed in English and native language proficiency, achievement in mathematics, science, and social studies, and attendance and dropout rates. Objectives were met for English and native language proficiency, attendance and dropout rates and passing rate for the New Environmental Workshop. Recommendations include: (1) continuation of work to increase parental involvement; (2) involvement of paraprofessionals in professional meetings and conferences; (3) dissemination of the student group workshop model to other bilingual programs; (4) dissemination of the New Environmental Workshop curriculum to other schools serving LEP students, and allowing students to contribute to the development of the workshop curriculum. (MCK)

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MORRIS HIGH SCHOOL
NEW DIRECTIONS IN BILINGUALISM
1984-1985

OEA Evaluation Report

O.E.A. Evaluation Section Report

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Grant Number: G00-820-2847

MORRIS HIGH SCHOOL
NEW DIRECTIONS IN BILINGUALISM
1984-1985

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A SUMMARY OF THE REPORT

New Directions in Bilingualism at Morris High School completed its final year of a three-year basic program in June 1985. Virtually a "mini-school" within the high school's department of English as a second language (E.S.L.), foreign languages, and bilingual education, the program's major objectives were: to improve students' English language proficiency; to develop their native language skills; and to enhance students' self image. The program served 227 newly-arrived students of low-income families. Most came from rural areas in their Spanish-speaking countries of origin, and their education in their native language tended to be limited.

A rigorous daily schedule (nine 40-minute instructional periods) and extensive supportive services had as their ultimate goal mainstreaming students as quickly as possible. In addition to E.S.L., native language, and content-area instruction, the program continued to offer such non-traditional courses as the new environmental workshop, and modern American literature in a second language. Many content courses paralleled mainstream courses and all fulfilled city and state requirements.

Title VII funding for program staff supplemented tax-levy, Chapter I, and P.S.E.N. sources. Supervision within the program was systematic as well as creative, and both instructional and non-instructional staff worked beyond their assigned responsibilities. This sense of purpose and dedication was in large part due to the presence of clearly defined objectives, consistent direction, and a good system of communication. New Directions had the full support of the principal and mainstream staff.

Supportive services included a strong and well-organized counseling and guidance department, which helped students with course registration and requirements, college advisement, and personal and family problems. The family assistant made 52 home visits during the year. The program's staff development objectives continued to be accomplished through classroom observations, demonstration lessons, and attendance at professional conferences and university courses.

Program objectives were assessed in English language development (CREST and teacher-made tests); mastery of the native language (Inter-american Series, La Prueba de Lectura); mathematics, science, and social studies (teacher-made tests); and attendance and dropout rates (school and program records). Quantitative analysis of student achievement data indicates that:

--Overall, the program objective for mastery of CREST objectives was met: students mastered an average of 1.6 objectives per month in the fall, and 1.3 objectives per month in the spring.

- Students tested at all levels of La Prueba de Lectura showed significant pretest to posttest gains, thus meeting the objective.
- Overall, students scored below the proposed criterion level in mathematics, science, and social studies courses. This objective was not met.
- The attendance rate of program students was significantly higher and their dropout rate was significantly lower than those of mainstream students.
- Excluding those students who did not pass due to excessive absences, the passing rate for the New Environment and Workshop was 100 percent both semesters, thus meeting the proposed objectives.

The following recommendations are offered as suggestion for improving services to LEP students at Morris under future programs:

- Continuing to work on the involvement of parents in school-related activities;
- Involving paraprofessionals in professional meetings and conferences to enhance their feeling of participation and their self-image.
- Disseminating the student group workshop model to other bilingual programs in the city and state.
- Disseminating the New Environmental Workshop curriculum to other schools serving LEP students, as well as allowing students to contribute to the development of this curriculum.

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The production of this report, as of all Office of Educational Assessment Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Eulalia Cabrera has interpreted findings, integrated material into reports, and has written report summaries. Patricia Fitzpatrick has spent many hours creating, correcting, and maintaining data files. Finally, Joseph Rivera has worked intensively to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation, the unit could not have handled such a large volume of work and still produced quality evaluation reports.

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NEW DIRECTIONS FOR BILINGUALISM
AT MORRIS HIGH SCHOOL

Location:	166 Street and Boston Road Bronx, New York 10456
Year of Operation:	1984-1985, third year of Title VII funding
Languages of Instruction:	English and Spanish
Number of Participants:	227 students of limited English proficiency
Principal:	Carmen Russo
Project Director/Assistant Principal for E.S.L., Foreign Languages, and Bilingual Education:	George Materon
Program Coordinator/ Resource Specialist:	Don Kelliher

I. INTRODUCTION

Morris High School has had bilingual education programs since 1977. Prior to that time, students from non-English-speaking homes were served through English as a second language (E.S.L.) programs instituted in 1968.

About 50 percent of the student population is Hispanic, with 851 Hispanic students out of a total student population of 1,715. The current superintendent of the district once served as director of bilingual education at Morris, and was principal of the school when the New Directions for Bilingualism program was initiated in the fall of

1982. She has been a major influence on bilingual education at Morris, and continues to provide support for bilingual programs from the district office.

Among the program's strengths are its coherent policies, the maintenance of clear lines of communication between the staff and the director, and the integration of the program with the overall organizational structure of Morris High School. These features helped the program to continue to operate smoothly in its third and final year of Title VII funding.

During the 1984-1985 year, the program served 223 Spanish-speaking students of limited English proficiency (LEP). Four Haitian Creole-speaking LEP students were also included in the program population. The goals of the program are to improve students' English language proficiency, to develop their native language skills, and to enhance their self-image.

The program was fully staffed and implemented as proposed. The assistant principal (A.P.) for foreign languages and E.S.L. served as program director. The program was administered by a program coordinator who also served as resource specialist and testing coordinator. A new coordinator was assigned to the staff in the 1984-85 year. Because of his 18 years as a social studies teacher at Morris, including 18 months as an acting A.P., the new coordinator was able to contribute to the bilingual program in several ways, including curriculum and staff development and coordination of program activities with other programs in the school. He is also licensed to teach E.S.L. and Spanish; both

areas of certification are directly relevant to the administration of the bilingual program.

The Title VII staff also includes a bilingual guidance counselor, a bilingual family assistant, and a secretary. In addition, program students are also served by a tax levy-funded bilingual grade advisor and two P.S.E.N. (Pupils with Special Educational Needs) paraprofessionals. The department's 18 E.S.L., native language arts, and bilingual content-area instructors serve program students in the classroom. Activities of the program are coordinated with those of an experimental program, one of five in the U.S., called Aspira Aware. Services offered to students in the New Directions program by Aspira Aware are discussed in Part III of this report.

The program organization is strongly influenced by the overall organization of the school, which includes specific goals for the school, departments, teachers, and students. An example of the specificity of instructional goals can be found in any class at Morris. When students enter the classroom there is a written assignment on the board called a "do now," which students must complete in the first few minutes of class. In addition, the "aim" for the day's lesson is also written on the board. The teacher attends to needs of individual students during the "do now" period, or takes care of daily administrative tasks. When students have completed this initial assignment, the teacher reviews and discusses it with them. Then the rest of the class time is devoted to achieving the "aim" for that day.

The project director is responsible for achieving the program goal of rapid transition to English instruction. This is achieved

through both E.S.L. and content-area classes. In the latter, a language policy which guides instruction prescribes an increase in the use of English as students advance in level. The policy provides for approximately a 15 percent use of English in beginning levels which is gradually increased to 85 percent at the more advanced levels, at which point most students are ready to be mainstreamed.

Bilingual content-area courses parallel those taught in English and final examinations are uniform for both mainstream and program classes. The language policy for instruction, E.S.L. classes, and a nine-period school day for program students allow them to receive more exposure to English than in most bilingual high school programs in New York City.

The current principal was first assigned to Morris in the fall term of 1984. She expressed strong support for the program and showed a strong awareness of the students' needs for bilingual and related services. She does joint observations of teachers with the project director (the department A.P.) and has had many discussions of program philosophy and priorities with him and with the teachers who serve the program. She also pointed out in an interview with a member of the evaluation team that the E.S.L./foreign language department is "one of the strongest departments in the school."

In addition, the principal noted that students can get more individual attention in the Title VII program because "services are very focussed," and the program serves in effect "in loco parentis" for the students, thereby creating a supportive "family atmosphere" which helps

to keep them motivated and proud of their heritage and their school. She noted that she had a strong impression from her many discussions with students and teachers throughout the course of the school year that "students are most appreciative of the individualized treatment the bilingual program provides them, and that this, in turn, stimulates the staff to maintain a high level of services to the students."

II. STUDENT CHARACTERISTICS

Until recently, there had been a steady increase in the number of Hispanic LEP students admitted to Morris in all grades. This year there was slight decrease in the number of Hispanic LEP students served by the New Directions program. Last year 252 Hispanic LEP students were served, while this year the program served 227. Fifty-two percent of the students were male; 48 percent were female. The largest proportion of students was in the ninth grade (38 percent), and the number of students decreased by grade. Twelfth graders comprised only six percent of the program population.

The criteria for entry into the New Directions program include: a score below the twenty-first percentile on the Language Assessment Battery (LAB); membership in a low-income household, as determined by school records; and a beginner's level of English proficiency as determined by pretest score on the Criterion Referenced English Syntax Test (CREST).

Most of the 227 students served by the program in 1984-85 came from a variety of Caribbean and Central and South American countries -- primarily from Puerto Rico, the Dominican Republic, Ecuador, and Honduras. (See Table 1.)

According to the project director, most program students come from rural backgrounds and are poorly educated in Spanish for their grade level. He pointed out that many have only a third-grade reading level in their native language. In addition, many of the students have experienced repeated disruptions in their formal schooling as well as in

their family life. For example, it is not uncommon for program students to have been left for some years in their native countries living with relatives while one or both parents came to the U.S. to find work and adequate housing for the rest of the family.

Conditions in the neighborhoods served by Morris indicate extreme poverty, with many burned-out or abandoned buildings, high unemployment, and a reputation for high levels of crime and violence. These conditions were cited by many staff at Morris as important factors bearing on the ability of students in the bilingual program to attend school and devote attention to their studies. Of the total student population of 1,715, some 1,671 are eligible for the free lunch program.

At the same time, it should be noted that some of the bilingual program students have had an adequate, even superior, academic preparation in their native countries when they enter the program, making for a rather wide range of academic ability and experience of formal education. In fact, the valedictorian of the 1985 graduating class had been a student in the bilingual program for two years.

Table 2 presents the program students by age and grade, and Table 3 presents the time students have spent in the bilingual program.

TABLE 1

Number and Percent of Program Students by
Language and Country of Birth

Language	Country of Birth	Number	Percent
Spanish	Puerto Rico	98	43
	Dominican Republic	39	17
	United States	38	17
	Ecuador	24	11
	Honduras	12	5
	Central and South America (country unspecified)	11	5
	Cuba	1	*
Haitian Creole	Haiti	4	*
TOTAL		227	100

*Less than one percent.

•Ninety-nine percent of the program students are native speakers of Spanish. Close to half (43 percent) of the students in this group were born in Puerto Rico. The next largest groups (17 percent each) were born in the Dominican Republic and the United States.

•Four students (less than one percent) are Haitian Creole speakers.

TABLE 2

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14		0	0	0	7
15			0	0	27
16	34			0	59
17	18	23		3	66
18	2	11	13	5	31
19	2	2	10	4	18
20	2	2	7	2	13
21	0	0	2	0	0
TOTAL	85	67	57	14	223

Overage
Students

Number	58	38	32	6	134
Percent	68	57	56	43	60

Note. Shaded boxes indicate expected age range for grade.

- Sixty percent of the program students are overage for their grade placement.
- The highest percentage of overage students is in grade nine (68 percent).

TABLE 3

Time Spent in the Bilingual Program^a
(As of June 1985)

Time Spent in Bilingual Program	Number of Students				Total ^b
	Grade 9	Grade 10	Grade 11	Grade 12	
<1 Academic Year	4	0	0	0	4
1 Academic Year	59	22	7	0	88
2 Academic Years	12	33	13	5	63
3 Academic Years	7	10	18	5	40
4 Academic Years ^c	1	1	18	4	24
5 Academic Years ^c	<u>0</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>2</u>
TOTAL	83	67	57	14	221

^aRounded to the nearest year.

^bData were missing for two ninth-grade students.

^cReflects participation in other bilingual programs.

•One hundred fifty-five students (70 percent) have been in the program two years or less.

•Forty students (18 percent) have been in the program for three years; 26 students (12 percent) have been in bilingual education programs from four to five years.

III. FINDINGS

The evaluation findings for the 1984-85 academic year include both objectives measurable by standardized test results and those based on an examination of program material and records, site visits, and interviews with school personnel. Following are the objectives for the present year as proposed to and accepted by the Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education.

ENGLISH AS A SECOND LANGUAGE

--As a result of participating in the program, 80 percent of the students will demonstrate significant gains in English language proficiency.

All program students are required to take two periods of E.S.L. and one period of E.S.L. reading each day. E.S.L. instruction is offered to all non-English-speaking students on five levels, progressing from beginning to advanced. Beyond the fifth level, the program offers five transitional E.S.L. courses, including English language skills to develop and improve students' communicative competence in reading and writing, and modern American literature in a second language (M.A.L.S.) to prepare students for the Regents or city-wide examinations. E.S.L. reading courses also range from beginning to advanced.

The program's two P.S.E.N.-funded paraprofessionals provide assistance in these courses and are assigned to seven class periods daily. In an interview, both paraprofessionals noted that they are unable to work directly with students as much as they would like,

particularly during testing periods. They are called out of the classroom to score tests, and felt they were already, in the words of one of them, "spread too thin," with so many classrooms to cover. Both felt that their most effective services involved working directly with the students in the classroom.

According to the project director, there is close coordination between the E.S.L. teachers and teachers of native language arts and content-area courses. This is made possible, he noted, by the centralized structure of the program, enabling him to supervise the teachers in all three areas and assist them in coordinating their curricula.

A member of the evaluation team observed three E.S.L. classes -- a beginning E.S.L. class, a transitional E.S.L. course, and the M.A.L.S. elective.

In the beginning E.S.L. class, the "aim" for the day's lesson was written on the board when students entered the room: "How do we write sentences with the verb, to like." Students came in and began working on the "do now" exercise, to review usage of the present and past tense forms of the verb "to be" with first person pronouns. Most students were able to complete the exercise readily, indicating their familiarity with the nature of this exercise and with the English forms called for. The teacher worked individually with those students who had difficulty with the exercise. The teacher reviewed the day's "do now" exercise, calling on students to supply answers and to correct each other when they made mistakes in English usage.

When students had finished the "do now" exercise, the teacher explained the homework assignment for the next day, which included completing sentences using the verb form "to like," and writing a short paragraph about what they like to do in the evening. When all students understood the assignment, the teacher modeled correct usage of the verb "to like" in past and present tenses. He then presented various sentence forms in which the verb was omitted, and students had to fill in the correct form of the verb. A number of students were confused by this latter exercise, apparently not understanding the subtle differences between the various uses of "like" in English. It can be noted that these English forms do not translate directly into Spanish, which could explain why some of the Spanish-speaking students appeared to be as yet unable to use the verb appropriately.

The teacher assigned a written exercise on the verb "to like," and then asked students to read their answers, correcting or elaborating on particular points of grammar. The class concluded with the teacher calling on pairs of students to act out a brief conversation where one student "interviewed" the other by asking a series of questions in English.

The teacher seemed to have a good rapport with the class, as indicated by the ease with which he recalled students to attention when their concentration began to lapse, and his ability to joke with students. He also allowed students to make joking comments in class, and he responded to these in similar fashion, always returning quickly to the lesson.

In the transitional English class, students were preparing for a citywide test administered annually by the New York City Board of Education with a lesson on specific literacy skills required by standardized written tests. The teacher explained how to fill out answers, how to make educated guesses, and how much time to spend on various parts of the test.

Then the teacher read a paragraph from the section testing reading skills. He asked students specific questions regarding content, reviewed each multiple-choice question and the choice of answers, and made sure students understood why the correct answer was the best answer of the choices provided. The teacher gave students ample opportunity to raise questions by asking them if they understood specific points just discussed, or by asking them to explain these points in their own words.

Students in the M.A.L.S. class in American literature were also reviewing for the citywide exams. For the day's assignment, pairs of students had to interpret a poem typical of those appearing on the citywide exams. The teacher called on a student to read a poem by A. E. Housman, and then asked the student and her partner to interpret the poem. Although they attempted to do so, the teacher said "You missed the whole point of the poem." The teacher then offered an interpretation of the poem as an expression of suffering in love. She explained how to arrive at this inference by close scrutiny of the situation described in the poem and by careful examination of the implications of specific phrases in each line of the poem.

The teacher then called on a second pair of students who read a poem by E. A. Robinson. She then asked students to discuss the two poems, comparing the feelings expressed in each. After some discussion she asked them to write out their own answers to this question in class. When they had completed this assignment, she asked one student to read his answer aloud, then called on other students for comments.

Students' Achievement in E.S.L.

The assessment instrument used to evaluate achievement in this area was the Criterion Referenced English Syntax Test* (CREST). The CREST was developed by the New York City Public Schools to measure mastery of the syntax skills presented in the E.S.L. curriculum. The CREST uses four items to measure each skill, and mastery is achieved when three of the four items are answered correctly. The test has three levels: beginning (1), intermediate (2), and advanced (3). Levels 1 and 2 each measure mastery of 25 skills, while Level 3 measures mastery of 15 skills.

The CREST was administered at the beginning of each semester. A mastery score to indicate gains was computed for each student by calculating the difference between pretest and posttest. The number of months of instruction between testings was computed for each student by multiplying the number of months between testings by the student's

*Extensive information on CREST syntax skills and psychometric properties are in the Technical Manual, New York City English as a Second Language Criterion Referenced English Syntax Test. Board of Education of the City of New York, Division of High Schools, 110 Livingston Street, Brooklyn, New York 11201.

attendance rate. The number of skills mastered per month was calculated by dividing the mean mastery by the mean number of months of instruction between testings.

Since the program objective in this area was imprecisely worded, it was decided to submit these outcomes to an analysis similar to that used for other high school projects and to adopt the citywide Chapter I objective for E.S.L. students -- the acquisition of one CREST objective for every month of attendance.

Table 4 presents the test results for students who were pretested and posttested with the same level. Of the 189 students who were reported to be taking E.S.L. classes (Levels 1, 2, and 3), complete data (levels, pretest score, and posttest score) were available for 141 students (74.6 percent) in the fall and 158 students (83.6 percent) in the spring.

Examination of Table 4 reveals that overall, the objective was met. In the fall, students mastered an average of approximately 1.6 objectives per month. The average rate of mastery for students in the spring was 1.3 objectives per month.

TABLE 4

Results of the Criterion Referenced English Syntax Test

Test Level	Number of Students	Pretest Mean	S.D.	Posttest Mean	S.D.	Mastery Mean	S.D.	Mean Mastery Per Month
FALL								
1	53	9.5	6.3	14.0	6.5	4.5	4.3	1.8
2	33	11.2	5.2	17.9	5.2	6.7	5.2	2.6
3	<u>55</u>	<u>9.0</u>	<u>3.1</u>	<u>11.0</u>	<u>3.0</u>	<u>2.1</u>	<u>2.0</u>	<u>0.8</u>
TOTAL	141	9.0	5.0	13.8	5.7	4.1	4.2	1.6
SPRING								
1	35	8.3	5.5	12.8	6.1	4.5	2.7	1.8
2	36	9.4	6.0	15.0	5.7	5.5	2.6	2.0
3	<u>87</u>	<u>9.1</u>	<u>3.3</u>	<u>11.3</u>	<u>3.0</u>	<u>2.2</u>	<u>1.7</u>	<u>0.8</u>
TOTAL	158	9.0	4.5	12.4	4.7	3.4	2.7	1.3

◦In the fall and spring, students tested at Levels 1 and 2 surpassed the goal of one CREST objective mastered per month.

◦Overall, the program objective was achieved both semesters.

NATIVE LANGUAGE ARTS

--Eighty percent of the program students will show significant gains in Spanish language achievement.

--Ninety percent of the program students will demonstrate an increased awareness of their own culture.

The E.S.L./foreign languages department offers Spanish language courses to both native and non-native speakers. All program students are enrolled in the native language sequence. Placement in these classes is based on an exam administered by the program director.

Native language instruction is offered on six levels, and ranges from intensive work in basic skills to advanced report and letter writing. After completing the sixth level, program students take the Comprehensive Third Year Spanish Regents with students enrolled in the non-native Spanish language sequence. An advanced placement class in Spanish literature is offered as an elective which prepares students to take the Advanced Placement exam to obtain college credit for the course.

A member of the evaluation team observed one beginning-level N.L.A. class in Spanish. The classroom bordered on a busy street, and a car's siren-like alarm could be heard on the street below throughout the entire class. Though no one in the room gave it particular notice, it sometimes interfered with clear communication, as students did not always hear the teacher the first time and asked for repetitions.

The day's lesson focussed largely on the Spanish text. Students first had to write answers to questions from the book, from a lesson on

antonyms. The teacher worked with individual students, moving from one to another to check each student's progress, offering corrections, answering questions, or making suggestions. The students appeared thoroughly absorbed by the exercise as they gave close attention to their texts until the assignment was completed.

After the written exercise was completed, the teacher would cite a word in Spanish, ask for a definition, then ask for an antonym of the word. Several students offered various words as possible antonyms. She then cited the word "fatalista," ("fatalist"), eliciting more detailed definitions, as well as examples of usage, from the students. This was a word used in a story they had read for homework, and the teacher called on several students individually and asked what importance this concept had in the context of the story they had read.

Finally, the teacher passed out mimeographed exercises in which the students had to write out brief answers to questions based on recently assigned readings. The teacher reviewed the answers when students had completed the quiz. The class ended abruptly when interrupted by the clanging of a bell which signalled a fire drill.

This beginning-level Spanish class for native speakers was conducted entirely in Spanish. The teacher appeared to have a good rapport with the students. The students were generally attentive throughout the lesson, and many volunteered answers to the teacher's questions. When a student did momentarily begin talking out of turn with a neighbor, the teacher merely waved her hand at the student, who immediately stopped talking.

Student Achievement in Native Language Arts

The assessment instrument used to measure gains in reading and writing in Spanish was the Prueba de Lectura*, Levels 1 through 5, Form B. The Prueba de Lectura is part of the Interamerican Series of Tests published by the Guidance Testing Associates. The test items for the series are selected for cultural relevance to both Anglo-Saxon and Hispanic cultures in the Americas.

The Prueba de Lectura was administered in the fall and spring. Because the publishers recommend local norms and programs do out-of-level testing, analysis was based on raw score gains rather than on standard score gains. The results are presented in Table 5. Complete data on both tests were available for 95 (42 percent) program students.

Statistical significance of the mean gain was determined through the correlated t-test model to demonstrate whether the mean gain is larger than would be expected by chance variation alone. Because statistical significance does not provide enough descriptive information, the table also includes the proportion of students making gains.

Examination of Table 5 reveals that the program objective was met. Students at all levels showed significant pretest to posttest gains ($p < .05$). A high proportion of students made gains in every level. One hundred percent made gains at Level 2.

Awareness of Cultural Heritage

Although there were no numerical data provided on the extent

*Information on psychometric properties may be found in Guidance Testing Association Examiner's Manual, Prueba de Lectura, St. Mary's University, One Camino Santa Maria, San Antonio, Texas 78284.

of student participation, several activities were offered in order to meet the proposed objective. Two traditional cultural activities were held during the year: a Puerto Rican festival in the fall and a Dominican dance and food fete in the spring. The school Aspira club met with students on a weekly basis, and the Aspira planning committee at Morris was made up of almost 100 percent bilingual students. In addition, all Spanish classes included Hispanic cultural studies as part of the curriculum.

TABLE 5
Results of the Prueba de Lectura

Test Level	Number of Students	Pretest		Posttest		Gain		Proportion Making Gains
		Mean	S.D.	Mean	S.D.	Mean	S.D.	
1	15	78.4	9.5	85.9	12.8	7.5*	5.7	87
2	10	90.0	16.6	105.1	20.9	15.1*	8.2	100
3	28	62.0	26.0	84.2	22.9	22.2*	23.2	89
4	24	57.7	21.6	64.0	21.0	6.3*	12.1	58
5	18	45.1	17.2	56.9	16.7	11.8*	22.4	78

*statistically significant at the .05 level.

•Students on all levels showed significant pretest to posttest gains, meeting the program objective.

•A high proportion of students were achieving gains at every level. At Level 2, all students made gains.

CONTENT-AREA SUBJECTS

--Seventy percent of the program students enrolled in content-area classes will pass teacher-made final examinations in mathematics, science, and social studies.

Bilingual content-area instruction is offered to program students in mathematics, science, and social studies. Math offerings include three-term sequences in both fundamental math and ninth-year math in preparation for the Regents Competency Test (R.C.T.) and the Ninth-Year Mathematics Regents Examination. Bilingual science offerings include two semesters of general science and two of biology. The biology 2 course is specifically designed to prepare students for the citywide examination in this subject. Three terms of global history, three terms of American studies, and one economics course are also offered in the program.

As previously noted, Morris has very specific guidelines for bilingual instruction. As explained by the project director, this policy provides for a minimum 15 percent use of English at beginning levels, to an 85 percent level of English use at more advanced levels of bilingual instruction. The policy also recommends that teachers present key vocabulary items in English and elicit explanations in English of each word. Teachers are advised not to simply translate English words into Spanish. A point is most made of keeping the two languages separate during the course of the lesson, rather than switching from one language to the other.

A member of the evaluation team visited three Spanish bilingual content-area classes -- fundamentals of math, American history, and chemistry.

The aim of the fundamentals of math class was to review how to find the circumference and the area of a circle. The teacher began by asking students to write out on the board answers to homework exercises requiring that they find the areas of circles. He then explained in Spanish the formula for finding the circumference of a circle. Occasionally the teacher repeated part of an explanation in English. He had students go to the board and work out solutions for finding the circumferences of circles for which he provided the dimensions.

The teacher then handed out mimeographed assignment sheets with problems for finding the circumference of several circles. Students worked individually on these. The teacher moved about the room, monitoring their work, helping individual students as necessary, and sometimes using English, sometimes Spanish, for these individual encounters. Students compared notes with each other, talking in Spanish in low voices.

When the level of noise got too high in the teacher's judgement, he quietly called their attention, and students immediately became quieter and attended to their own papers. When students completed the assignment, the teacher called on individual students to write out their answers on the board. The teacher corrected and explained each problem, eliciting questions from the class to ensure they understood each problem adequately, as well as the general application of the formula for finding the circumference of a circle.

In an interview, this teacher noted that he was substituting for the regular teacher, who was ill. He noted that he teaches several

of the bilingual content-area courses, including chemistry, biology, math, health, and one other course, giving him several preparations that term. This heavy workload is partly accounted for by the general lack of adequately trained bilingual teachers in math and science.

The American history class began with students writing out answers in English to the "do now" written on the board. When they had completed this exercise, the teacher called on some of the students to read their answers to the class. A few students, apparently not able to write their answers in English, had written in Spanish. In such cases, the teacher allowed the student to read the answer in Spanish, then asked the student to translate into English. Few of the students were able to do this, however.

After several students had read their answers, the teacher then summarized them in a single sentence in English, asking the class to repeat it after him in unison. Then he asked students to give definitions in English of vocabulary terms already written on the board -- "presidential powers," "to enforce," and "foreign policy." Students wrote down the definitions in their notebooks.

The teacher then conducted a discussion based on the question, "Does the President have powers not provided in the Constitution? How does he acquire them?" About a third of the way through the period, the teacher switched to Spanish. He repeated much of the discussion that had just taken place in English, but elaborated in more detail about the executive branch, explaining its various departments, the cabinet, and roles of advisors to the President.

The chemistry class involved a lesson on "double replacement reactions." The class was conducted in a manner very similar to that described for the math fundamentals class above, and the same teacher taught both.

Students began by completing the "do now" exercise, which was to find the percent of each element in a formula written on the board. This was followed by a discussion of the answer, as written out by a student on the board. Then the teacher explained double replacement reactions, giving an example of how adding a base to an acid produces a compound of salt and water.

After explaining this formula, the teacher handed out mimeographed exercise sheets which contained problems requiring students to solve or complete the reactions. The teacher worked individually with students during this time. He then asked students to write out their answers on the board, and went over each of these with the class.

The class concluded with the teacher having the students read, in unison, English sentences which were written on the board. Students then copied down the homework assignment written in English. This class was conducted almost entirely in Spanish, with only occasional translations into English.

Student Achievement in Content-Area Subjects

Table 6 presents the passing rates for program students in mathematics, science, and social studies courses each semester. A weighted average was also computed for the year.

Examination of Table 6 reveals that overall, students scored below the criterion in all subjects, although when examined by semester, students in fall science courses did reach the 70 percent passing objective. Students enrolled in science courses achieved the highest scores, followed by social studies and mathematics.

Additional data provided by the project director indicate that the passing rates for mathematics, science, and social studies includes students who were automatically failed because of absence from the final examination or because of 15 or more absences per term regardless of actual classwork. According to the project director, during the fall and spring terms, there were problems with several unexperienced teachers. For example, a first year social studies teacher failed 42 percent of his students based on absences alone. Appendix A presents passing rates excluding those students who failed because of chronic absenteeism.

TABLE 6
Passing Rates for Content-Area Courses

Content Area	Fall Number of Students	Percent Passing	Spring Number of Students	Percent Passing	Overall Passing Rate
Mathematics ^a	159	50.3	148	46.6	48.5
Science	112	69.6	109	62.3	66.0
Social b Studies	202	65.3	179	46.3	56.4

^aMost students (65 percent) were enrolled in fundamental math.

^bMost students (65 percent) were enrolled in global history.

•Overall, students scored below the criterion in all subjects.

NEW ENIRONMENTAL WORKSHOP

--Ninety percent of the students enrolled in the New Environmental Workshop will demonstrate knowledge of job-searching techniques and of the educational, health care, and cultural facilities that are available within the school and community.

The New Environmental Workshop is the most innovative aspect of the program's curriculum. The two-semester workshop is offered only to program students and is intended to provide them with an introduction to their new environment, including the school, the local community, New York City, and U.S. society.

The class also provides students with opportunities to function in an English-speaking communicative environment that is more flexible than the usual drill and practice of a typical E.S.L. class. The teacher, who also teaches E.S.L. to program students, pointed out that this course gave him a chance to go beyond the grammar and vocabulary emphasis of the regular E.S.L. class, by introducing kids to concepts, and teaching them about their environment. He added that the course also gives them some basic information about the social environment which helps them in their social studies classes.

The teacher also has made a number of visits to students' homes during evenings or weekends. He noted that this has helped to acquaint parents with the school and its requirements. It might be noted that such visits also provide an opportunity to gather information about the families, their lifestyles, and their experiences and views of U.S. society.

A member of the evaluation team visited the New Environmental Workshop class. The "aim" written on the board was, "What is New York?" For the "do now," students had to list the five boroughs of New York City. The teacher then gave a short lecture about the demographics of New York City, comparing its size and population makeup to Puerto Rico and the Dominican Republic. Several times during the course of the ensuing discussion the teacher raised the question, "Why do so many people come to live in New York?" Many students volunteered answers, such as the lure of jobs, money, and education.

The teacher expanded the focus of the discussion to include New York State, again providing information about demographics, interspersed with questions about why the population of the state has its specific ethnic composition.

The class concluded when the teacher handed out a mimeographed short reading on the demographics of New York City. The teacher reviewed some of the more difficult vocabulary items in the reading, such as "cosmopolitan," and then read aloud part of the passage, clause by clause, asking the students to repeat each clause after him in unison. He then told them to finish the reading for homework.

The class was conducted entirely in English, although many of the students talked to each other in Spanish when opportunity offered. The teacher noted that all the students are in the bilingual program and are in the beginning to intermediate levels in E.S.L.

Student Achievement in the New Environmental Workshop

According to data provided by the project director the New Environmental Workshop had a student enrollment of 23 in the fall and

26 in the spring. Three of the students registered for the fall and 10 of the students registered for the spring semester were identified by the teachers as chronic absentees and, in keeping with school policy, received failing grades.

Excluding those students who did not pass due to excessive absences the passing rate was 100 percent for both semesters, thus meeting the proposed objective. If the chronic absentees are included in the computation the percentage passing is 87 in the fall and 62 in the spring, falling somewhat short of the objective.

ATTENDANCE AND DROPOUT

--Program students will achieve an overall attendance rate which will be significantly greater than that of the school as a whole.

--Program students will demonstrate a dropout rate which will be significantly less than that of the total school population.

To prevent student attrition and to promote better attendance, the program has included a number of supportive strategies in its non-instructional component. These are carried out largely by the bilingual guidance counselor and the bilingual family assistant. However, under the project director's guidance, a number of other activities and services have been coordinated to help create the "family atmosphere" that the principal noted is a key feature of the program's supportive strategies.

The bilingual guidance counselor has been working with Morris' LEP population for six years and is very familiar with the needs and concerns of these students and their families. In an interview, she stated that she meets with practically every program student at least once a semester.

The bilingual counselor conducts self-awareness groups for the program students. There are two groups each semester of 12 students each which meet weekly. Students in the groups come from all four grades (nine through twelve), which gives them an opportunity to get to know each other outside the classroom. The more advanced students also can help their peers, and the groups give them the opportunity to discuss together whatever is most pressing or important to them in their lives at that time. The counselor noted that these groups also provide her an opportunity to learn things about the students that one-to-one

counseling sessions do not provide. This information, in turn, helps her to provide better services and support to the students and their families.

In addition to these activities, the bilingual counselor also monitors program students' attendance, sending a letter to parents, or calling a parent on the phone, to discuss absences of three consecutive days or more. She also looks at students' report cards at the end of each marking period, sending letters of congratulation to the parents of students who have done well, or talking to parents on the phone or in her office if their child is not performing well.

The counselor also helps to organize the school's career day, a yearly one-day event at which representatives of businesses and colleges present career-related information to upper-term students. In addition, she serves as the school's liaison for the Upward Bound Project at Fordham University, a pre-college preparatory program designed to develop students' academic skills and increase their motivation to continue their education.

The bilingual counselor noted that she concentrates most of her attention regarding attendance on the ninth-grade students, since these are at the highest risk for dropping out. She coordinates these efforts with the family assistant and the Aspira Aware program.

The bilingual family assistant works closely with program students' families, offering them a variety of forms of assistance. These include making referrals to various outside agencies, visiting homes, and counseling parents regarding their child's progress in school.

and attendance.

The family assistant made 52 home visits during the 1984-85 year and noted that "We know 80 percent of the families in person." She maintains separate files for each student, with information on attendance, and personal and academic problems.

The family assistant said that her experience of working in bilingual programs for four years, and the documentation in her records, indicate that one of the main problems for program students is peer pressure. "They don't want to appear stupid in front of their peers, and they don't want to appear to be ahead of them in school, either." Peers who have lived in the U.S. for a long time, or were born here, seem to have a less hopeful attitude about their life chances, and a more negative attitude toward school. As a result, they become truants and are attracted to drugs. She noted that newly-arrived parents do not know how to deal with peer influences on their children.

The family assistant also noted that parents, while willing to come to school during the day when appointments are made by phone, are unwilling to come at night because of their fear of crime in the neighborhood. As a result, the parents' association is not very active.

The family assistant said that she believes more contact with other family assistants in other schools would help to expand her knowledge and provide needed professional support. At this time, there is no professional organization for family assistants, although, as the family assistant noted, they are in effect acting as family counselors.

The Aspira Aware program, funded by a private corporation, is an experimental support program for ninth graders of low-income families. There are five such programs in the country. At Morris, the Aspira program provides a variety of services to ninth-grade students, including those participating in the bilingual program. These services include tutoring, student counseling, and family assistance. Three college students came to Morris for ten hours a week to tutor 24 students in math and English. There are three family assistants who visit homes and work with students' families. Workshops for students, as well as visits to various parts of the city (such as the Metropolitan Museum), are also part of the program's activities.

Both the bilingual guidance counselor and the Title VII family assistant noted that the Aspira Aware program is very helpful to their work, enabling these two staff members to concentrate most of their efforts on the tenth- and eleventh-grade students.

Other supportive strategies of the New Directions program include various incentives to students for good attendance and performance. For example, outside the program office there is a large monthly calendar on which students' attendance is recorded. The grade which achieves the best attendance record for each month is given a small reward, such as a class trip to a local pizza parlor. This incentive also provides program students an opportunity to interact together and socialize as a class, rather than as an informal gathering of peers outside the school.

Other incentives include election to Arista, the national honor society for high school students. The project director pointed out that

14 program students were members of Arista, which is 30 percent of the total student membership.

Since this is the third and final year of the New Directions project, it is appropriate that students' views be given some formal expression in this report. A member of the evaluation team interviewed about 15 program students during the site visit.

Most of the students said that they liked the bilingual program, and that it offered them the academic and personal support that they would not easily find elsewhere. They said that one of the main benefits of the program, from an academic point of view, was the help it offered them in learning English.

The students said that they also learn quite a bit of English from their peers outside school. They have found their non-program peers to be very helpful in learning English, as well as in their general acculturation process. Although they enjoyed the benefits of the bilingual program, especially its many supportive aspects, they noted that after a year or two in the program they became very motivated to enter the mainstream.

During these interviews, which involved five or six students together, they could be observed discussing many of these issues openly with each other, expressing some disagreement at times, and arguing their points out with assurance while treating each other respectfully. They also answered the interviewer's questions willingly and showed a strong interest in discussing the program. These features of behavior could be taken as an indicator of the high motivation and interest of the students in school.

Attendance Outcomes

Since the school's attendance rate includes the attendance of program students, statistical significance of the difference between program and school attendance was determined through the application of a z-test for the significance of a proportion.* This procedure tests whether the difference between one proportion (the program attendance) and a standard proportion (the school attendance) is greater than what can be expected by chance variation.

The attendance rate for program students was 88.2 percent, approximately 18 percentage points above the schoolwide attendance rate (70.8 percent). The z-test results ($z=5.71$) indicated that the difference in attendance rates is statistically significant ($p.<.01$). The program objective was thus met.

Dropout

As reported by the project director, 11 students left the bilingual program during the academic year. Of these, five left the school for unknown reasons, two transferred to another school, two graduated, one left for full-time employment, and one passed the high school equivalency examination.

The drop-out rate for program students was 2.6 percent, approximately 16 percentage points below the schoolwide drop-out rate (18.9 percent). The z-test results ($z=6.32$) indicated that the difference in drop-out rates is statistically significant ($p.<.05$). Once again, the objective was met.

STAFF TRAINING

--Teachers participating in the program will demonstrate significant improvement in the skills necessary to assess students' needs, to select appropriate methods of instruction, and to write appropriate courses of study.

As an A.P., the program director is able to make classroom observations of all instructional staff within his department serving the program students. Observations are conducted three times per term for new teachers and once per term for tenured faculty. However, the A.P. does many informal observations and has frequent conversations with teachers in order to keep up with their needs and ideas about curriculum. The program director frequently issues "how to" bulletins to the teaching staff with suggestions for instructional strategies and curriculum implementation. He also presents demonstration lessons in native language arts classes twice each term, using his own expertise as a Spanish language arts teacher.

The project coordinator has been in the school 18 years and is certified in E.S.L., Spanish, and social studies. With the project director, he conducts monthly meetings for teachers and staff, providing workshops and discussion sessions on such topics as curriculum, testing, writing lesson plans, and enhancing students' writing skills.

In addition to staff training within the school, two program staff attended university-level courses during the year. The bilingual guidance counselor took a course on social service agencies at Mercy College, and the project director took a course in French at the French Institute.

IV. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

New Directions for Bilingualism, having completed its third and final year of Title VII funding, can be considered a successful program that has achieved its major objectives of improving its LEP students' English language proficiency and native language skills, and enhancing their self-image.

The organization of the program and its coordination with other programs in the school, such as the Aspira Aware Project and the Upward Bound Project, are among its strongest points. The program receives strong support from the school and district administration. Project staff, particularly the project director and the coordinator, bring many years of experience as well as certification in several fields to their work. This training and experience enables them to coordinate services efficiently, to provide teachers and other staff with guidance and useful information, and, in general, to create a well-organized environment within which effective teaching and learning can take place.

Another strong point of the program is the ability of the staff to create and maintain a strong supportive atmosphere for its students. There is considerable recognition on the part of key program staff of the many problems newly-arrived, non-English-speaking students encounter in coming to this country. The students expressed much appreciation of the general "family atmosphere" created by the program, and felt that

this had helped them learn English more rapidly and maintain strong motivation in academic learning.

The most innovative services provided by the program appear to be the counseling workshops for students conducted by the bilingual counselor, and the New Environmental Workshop. Both of these services provide students with information which can help them cope better with their new environment. The counseling workshops also provide them with many opportunities to discuss with peers their own experiences and views of life in school and in U.S. society, and to express these to a sympathetic and knowledgeable adult member of the program staff. The New Environmental Workshop class provides, in a systematic and coherent way, much important information about the students' new social environment that it would be difficult for them to get elsewhere.

Because of these strengths of the New Directions program, students' morale and self-image were high. It might be supported, from the students' expressed views, that, in fact, they came to the school with positive attitudes and an ability to work hard and to share among themselves the responsibility for learning and improving their English skills, as well as their academic knowledge. The program is designed in such a way that these positive attitudes and abilities were maintained and enhanced. This can be considered a major accomplishment in an environment in which, as the students themselves noted, many U.S.-born LEP students fail and drop out before graduating.

The curriculum can be considered highly organized and centrally controlled, with each class having the same general pattern of work and participation by the students. This clearly provides a high level of consistency.

RECOMMENDATIONS

Since the program has completed its final year of Title VII funding, the following recommendations are offered as suggestions for improving services to LEP students at Morris under future programs. It should be noted that both the principal and the A.P. for foreign languages indicated that without Title VII funds, services to LEP students at Morris would not end, though certain important services, such as bilingual counseling, would have to be curtailed.

1. School staff are urged to continue to work on the involvement of parents. Possibilities of offering parents services specifically for them, such as English classes or high school equivalency classes, could be explored.

2. Paraprofessionals expressed a need for closer association with their colleagues. Opportunities should be set up for these staff members to become involved in professional meetings and conferences. This would enhance their feeling of participation and their self-image as respected staff members.

3. The guidance program, particularly the group workshops conducted for students, is an excellent concept and staff should make an effort to disseminate their model to other bilingual programs in the city and state, either by inviting interested guidance counselors to observe the program at Morris, or by conducting workshops on a district- or citywide level.

4. Similarly, the New Environment Workshop classes might serve as a model for other schools serving LEP students, though this curriculum is still being developed. It is suggested that students be allowed to

participate in the actual process of developing this curriculum. Many of the students interviewed appeared mature and serious enough to be ready for such active participation. The combination of the excellent approach already developed in the New Environment Workshop with active student involvement in improving the Workshop could produce a curriculum and pedagogical format that would be unique and creative. Such a program could become an outstanding model of pedagogy for LEP students.

APPENDIX

Appendix A

PASSING RATES FOR CONTENT-AREA COURSES

Content Area	Fall Number of Students (Minus long term absences)	Number Passed	Percent Passed	Number of students (minus long term absences)	Number Passed	Percent passed	Over Pass Rate
Math.	114	80	71%	91	50	55%	63%
Science	100	85	85%	90	78	87%	86%
Social Studies	167	133	80%	122	61	50%	67%